Title of Instructional Materials: Carolina Curriculum Math Out of the Box

Grade Level: Grade K

Summary of Carolina Curriculum (Math Out of the Box)

Overall Rating:	Weak (1-2)☐ Moderate (2-3)☐ Strong (3-4)	Important Mathematical Ideas:	Weak (1-2)Moderate (2-3)Strong (3-4)
Summary / Justification / Evider Well developed in geometry. Tranfully developed.		Summary / Justification / Evider Ideas were not as well developed a	
Skills and Procedures:	Weak (1-2)Moderate (2-3)Strong (3-4)	Mathematical Relationships:	Weak (1-2)Moderate (2-3)Strong (3-4)
Summary / Justification / Evider Skills are not fully connected and d practice opportunities.		Summary / Justification / Evider Independent of connections to the	

ROUNDTABLE 20

Caroline Bro Co. Over Hu Box

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Kindergarten



Instructional Materials Analysis and Selection

Phase 3:

Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of

The Indiana Education Roundtable, The Indiana Department of Education, and

The Charles A. Dana Center at The University of Texas at Austin

2010-2011

Reviewed By:	
Title of Instructional Materials:	

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1,2) with slope 3, middle school students might abstract the equation (y-2)/(x-1) = 3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Title of Instructional Materials:

MATHEMATICS: GRADE K - COUNTING AND CARDINALITY - K.CC

Know number names and the count sequence

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

K.CC.1

Count to 100 by ones and by tens.

Courted By ones, 2,5,10

Important Mathematical Ideas

1 2 3 4

Skills and Procedures



Mathematical Relationships

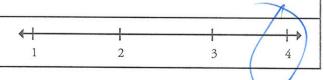


Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Book B 6-15-95-42) Lisus 1-10 P.5-90

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

Know number names and the count sequence	Summary and documentation met. Cite examples from the		ne domain, clus	ster, and stan	dard are
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Important Mathematical Ideas	1	1 2	3	4
Reviewed Grung	Skills and Procedures	1	1 2	3	4
Lots gactuitus for all	Mathematical Relationships	1	2	3	4
Jots gactuities for all Narud i develop & concepts much more deferred then all the Much more deferred & Books Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
Lerson 11 - sotart at # Other then 1	Portions of the domain, clu developed in the instruction			missing or n	ot well
	Overall Rating	 	1 2	1 3	4

Reviewed By:

Title of Instructional Materials:

MATHEMATICS: GRADE K - COUNTING AND CARDINALITY - K.CC

Know number names and the count sequence	Summary and documentation met. Cite examples from the	on of how the materials.	ne domain, clus	ster, and stan	dard are
K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Important Mathematical Ideas	1	1 2	3	
noted But "Like unlike"	Skills and Procedures	1	2	3	4
Developing It concepts Very through	Mathematical Relationships	1	2	3	4
Very thorough	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction	ster, and sta	andard that are s (if any):	missing or n	ot well
	Overall Rating	4 1	I	. /	
		1	2	3	

Reviewed By:	
Title of Instructional Materials:	

Count to tell the number of objects.	Summary and documentation met. Cite examples from the	on of how t e materials.	he domain, clu	ster, and stan	dard are
K.CC.4a	Important Mathematical Ideas	4	1		1 .
Understand the relationship between numbers and quantities; connect counting to cardinality.	mportani watiomatioa igodo	1	2	3	4
When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Skills and Procedures	< 		-	
		1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or n	ot well
	Overall Rating	4 1	1 2		—— → 4

Reviewed By:	
Title of Instructional Materials:	

Count to tell the number of objects.	Summary and documentati met. Cite examples from th	on of how t e materials	the domain, clu	ster, and stan	dard are
K.CC.4b					
4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Important Mathematical Ideas	1	2	3	4
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Skills and Procedures	4 1	2	 3	
	Mathematical Relationships	« 	1 2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	7 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -				
	Portions of the domain, clu developed in the instructio	ster, and st	andard that are	missing or n	ot well
	Overall Rating	&			
		1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.4c4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Important Mathematical Ideas 1 2 3 4
c. Understand that each successive number name refers to a quantity that is one larger.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating

Reviewed By:	
Title of Instructional Materials:	

Count to tell the number of objects.	Summary and documentati met. Cite examples from th	on of how t	he domain, clu	ıster, and star	idard are
K.CC.5					
Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
maiotte the enapter(3), section(3), and/or page(3) reviewed.	Portions of the domain, clu developed in the instruction	ster, and sta	andard that are s (if any):	e missing or n	ot well
	Overall Rating	1	2	3	

Reviewed By:	
Title of Instructional Materials:	

Compare numbers.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
K.CC.6					
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	(
		1	2	3	4
	Mathematical Relationships	(<u> </u>		 ->
		1	2	3	4
1 Include groups with up to ten objects. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	vidence			
maleate the enapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clus	ster and st	andard that are	missing or n	ot well
	developed in the instruction	nal material	s (if any):	3	
	Overall Rating	\	<u> </u>		
		1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Compare numbers.	Summary and documentation met. Cite examples from the	on of how t	the domain, clu	ister, and stan	dard are
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Important Mathematical Ideas	4 	-		
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	♦ 1	2	3	
ndicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	vidence			
maisate the shapter(3), section(3), and/or page(3) reviewed.	Portions of the domain, clus developed in the instruction	ster, and st	andard that are	e missing or n	ot well
	Overall Rating	∢ 	1 2		4

Reviewed By:	
Title of Instructional Materials:	

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation met. Cite examples from the	on of how tle materials.	he domain, clu	ster, and stan	dard are
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings ¹ , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Important Mathematical Ideas	1	2	3	 → 4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
1 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.) Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	vidence			
	Portions of the domain, clus developed in the instruction	ster, and stand material	andard that are s (if any):	missing or n	ot well
	Overall Rating	∢ 1	1 2	3	4

Reviewed By:	
Title of Instructional Materials:	

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation met. Cite examples from the	on of how e materials	the domain, clu	ster, and stan	dard are
K.OA.2					
Solve addition and subtraction word problems, and add and subtract within	Important Mathematical Ideas				
10, e.g., by using objects or drawings to represent the problem.		1	2	3	4
	Skills and Procedures	<u>~-l</u>			1.5
		1	2	3	4
	Mathematical Relationships	4_1	f	1	1 .
		1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clust developed in the instruction	ster, and s nal materia	tandard that are Is (if any):	missing or n	ot well
	Overall Rating				
		1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentatio met. Cite examples from the		ne domain, clu	ster, and stand	dard are
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	←	2	3	4
	Mathematical Relationships	1	2	3	 > 4
	Summary / Justification / Evi	idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clust developed in the instructions			missing or no	ot well
	Overall Rating +	1	2	3	

Reviewed By:	
Title of Instructional Materials:	

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentati met. Cite examples from the	on of how to e materials	the domain, clu	ster, and stan	dard are
K.OA.4					
For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Important Mathematical Ideas	1	2	3	
	Skills and Procedures	1	2	3	
	Mathematical Relationships	« 	2	3	
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction	ster, and st nal material	andard that are	missing or n	ot well
	Overall Rating	1	2	3	

Reviewed By:	
Title of Instructional Materials:	

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.OA.5 Fluently add and subtract within 5.	Important Mathematical Ideas
	1 2 3 4
	Skills and Procedures
	1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Community / Guotamounom / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating
	1 2 3 4

Reviewed By:	
Title of Instructional Materials	

MATHEMATICS: GRADE K - NUMBER AND OPERATIONS IN BASE TEN - K.NBT

Summary and documentation met. Cite examples from the	on of how e materials	the domain, clu	ster, and stan	idard are
Important Mathematical Ideas		,		
important wathernatical ideas	1	2	3	4
Skills and Procedures	4			
	1	2	3	4
Mathematical Relationships	« 	2	3	
Summary / Justification / Ev	vidence			
Portions of the domain, clus developed in the instruction	ster, and si nal materia	tandard that are Is (if any):	e missing or n	ot well
Overall Rating	. •			
•	met. Cite examples from th Important Mathematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / E- Portions of the domain, clu developed in the instruction	met. Cite examples from the materials Important Mathematical Ideas Skills and Procedures 1	met. Cite examples from the materials. Important Mathematical Ideas 1	Important Mathematical Ideas

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE K - MEASUREMENT AND DATA - K.MD

Describe and compare measurable attributes.	Summary and documentation of how the domain, cluster, and standa met. Cite examples from the materials.	rd are
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Important Mathematical Ideas 1 2 3	
	Skills and Procedures 1 2 3	4
	Mathematical Relationships 1 2 3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence	
marouto and enuptor(e), section(e), unurer page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not developed in the instructional materials (if any):	well
	Overall Rating 1 2 3	- → 4

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE K - MEASUREMENT AND DATA - K.MD

Describe and compare measurable attributes.	Summary and documentation met. Cite examples from the	on of how e materials	the domain, clu	ster, and stan	idard are
K.MD.2					
Directly compare two objects with a measurable attribute in common, to see	Important Mathematical Ideas	4			
which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.		1	2	3	4
	Skills and Procedures	« 			
		1	2	3	4
	enterprotecture and the second	-	~	3	*
	Mathematical Relationships	(<u>_</u>	
		1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction	ster, and s nal materia	tandard that are	e missing or n	ot well
	Overall Rating	(
		1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

MATHEMATICS: GRADE K - MEASUREMENT AND DATA - K.MD

Classify objects and count the number of objects in each category.	Summary and documentati met. Cite examples from th			ster, and stan	dard are
K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ¹	Important Mathematical Ideas	1	2	3	
	Skills and Procedures	 	2	3	- }→ 4
	Mathematical Relationships	← 1	2	3	4
1 Limit category counts to be less than or equal to 10. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
	Portions of the domain, clu developed in the instructio			missing or n	ot well
	Overall Rating	 	2	3	

Reviewed By:	
Title of Instructional Materials:	

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.				
K.G.1					
Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Important Mathematical Ideas	1	2	3	
	Skills and Procedures	1	2	3	
	Mathematical Relationships	♦ 1	2	3	 ->
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction	ster, and st nal material	andard that are s (if any):	e missing or n	ot well
	Overall Rating	∢ 	2	- 1	→ ↓ → 4

Reviewed By:	
Title of Instructional Materials:	

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.				
K.G.2	Important Mathematical Ideas	# T	<u> </u>		1 %
Correctly name shapes regardless of their orientations or overall size.		1	2	3	4
	Skills and Procedures	 			
		1	2	3	4
	Mathematical Relationships				
		1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or no	ot well
	Overall Rating	 	2	3	

Reviewed By:	
Title of Instructional Materials:	

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
K.G.3					
Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	∢ 1	2	3	4
	Mathematical Relationships	1	2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction	ster, and st nal material	andard that are s (if any):	missing or n	ot well
	Overall Rating	<u> </u>			
		1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				dard are
K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Important Mathematical Ideas	∢ 	2	3	4
	Skills and Procedures	4 1	2	3	4
	Mathematical Relationships	4 1	2	3	—————————————————————————————————————
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu	ster and s	tandard that are	missing or n	ot well
	developed in the instructio			This string of the	
	Overall Rating	 	2	3	4

Reviewed By:	
Title of Instructional Materials:	

Analyze, compare, create, and compose shapes.	Summary and documentati met. Cite examples from the	ion of how t	the domain, clu	ıster, and star	ndard are
K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Important Mathematical Ideas	4 1	2	3	 → 4
	Skills and Procedures	1	2	3	
	Mathematical Relationships	∢ 1	2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
maiotto the chapter(5), section(5), and/or page(5) reviewed.	Portions of the domain, clu developed in the instruction	ster, and st nal materia	andard that are	e missing or n	ot well
	Overall Rating	I	1 2	3	

Reviewed By:	
Title of Instructional Materials:	

Analyze, compare, create, and compose shapes.	Summary and documentation met. Cite examples from the		ne domain, clu	ster, and stan	dard are
K.G.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instructio			missing or n	ot well
	Overall Rating	♦- 	2	3	4





Math Out of the Box

Title of Instructional Materials:

(Cardina Biologial Supply Co.)

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Der. Norder Croops (Coket White)
madels Ad B

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Dev. # Concepts

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

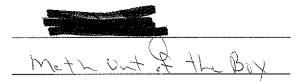
Indicate the chapter(s), section(s), or page(s) reviewed.

Dev. # Corrects
Dev. Meanure Beychmake
Dev. Algebraic Thinking
Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Dev. Number Compt. (Modules ALB)

Dev. Algebraic Thinky (lumbes)

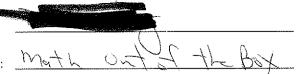
Dev. Measurent Benchman

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

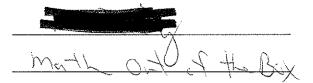
Dev. Georatric Lycie
Dev. Number Congrès (Modules A+B)
Ronchmanker

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

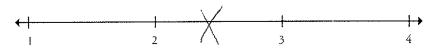
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

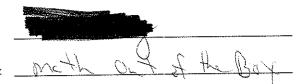
Day North Congrets (MiddlesDev. Algabraic Thinking
The New Ward Bank W

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



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Title of Instructional Materials:

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

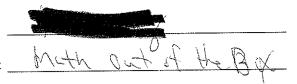
Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials:



Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.1 Count to 100 by ones and by tens.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Developing Number Concept Moduler A+B (Like + Malike)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

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Title of Instructional Materials: Math Out of the

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.		
K.CC.2	Important Mathematical Ideas		
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	1 2 3 4		
	Skills and Procedures 1 2 3 4		
	Mathematical Relationships 1 2 3 4		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
Dev. Nunter Corest	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
Der Nunter Corest Mobiles A i B (Lite of Willite)			
	Overall Rating 1 2 3 4		

Title of Instructional Materials: Math Out

Know number names and the count sequence	e count sequence Summary and documentation of how the domain, cluster, and standar met. Cite examples from the materials.			dard are	
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	ridence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. Developing Mumber Concept (Modules ALB)	Portions of the domain, clus developed in the instruction	ster, and sta nal material	andard that a s (if any):	re missing or n	ot well
	Overall Rating	1	2	X 3	→ 4

Count to tell the number of objects.	Summary and documentation met. Cite examples from the	on of how the e materials.	domain, clu	uster, and stand	ard are
K.CC.4a Understand the relationship between numbers and quantities; connect counting to cardinality.	Important Mathematical Ideas	1	2	3	
When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Skills and Procedures	1	2	/3	 →
	Mathematical Relationships	1	2	3	1→ 4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Developing Dumber Concepts (modules A&B)	Portions of the domain, cludeveloped in the instruction	ister, and star nal materials	ndard that a (if any):	re missing or no	ot well
	Overall Rating	 	2	3	4

5: MAL ON SE + Lo BO

Title of Instructional Materials: _______

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				dard are
K.CC.4b4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Important Mathematical Ideas	1	2	3	
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Skills and Procedures	ì	2	3	→ 4
	Mathematical Relationships	1	2	3)	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Davalaging Namber Concepts (Modules A&B)	Portions of the domain, clu developed in the instruction			e missing or no	ot well
	Overall Rating	1	2	3	4

Title of Instructional Materials: Math Out of

Count to tell the number of objects.	Summary and documentation met. Cite examples from the		ie domain, cli	uster, and stan	dard are
K.CC.4c4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Important Mathematical Ideas	1	2	3	4
c. Understand that each successive number name refers to a quantity that is one larger.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	 	2	3	 4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Doudouing Drawber Circofts (Nobels 440) Mille A (explanal 10)	Portions of the domain, clus developed in the instruction			re missing or n	ot well
The same of the sa	Overall Rating	1	2	3	4

: Moth Oak of the Box

Title of Instructional Materials:

Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.			dard are	
K.CC.5	Important Mathematical Ideas	<i>a</i> 1	S		L_x
Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	important wathernation (1995)	1	X	3	4
nujeoto.	Skills and Procedures	1	***************************************	3	4
	Mathematical Relationships	1	<u></u>	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Der Number Chapto (Mobule A&B)	Portions of the domain, clu developed in the instruction			missing or n	ot well
(Motules A&B)					
	Overall Rating	1	2	3	4

Title of Instructional Materials: Med

Compare numbers.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.		
K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. ¹	Important Mathematical Ideas 1 2 3	4	
	Skills and Procedures 1 2 3	4	
	Mathematical Relationships 1 2 3	4	
Include groups with up to ten objects. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence		
Dev. Number Concepts (mobiles A+B)	Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):	:II	
	Overall Rating 1 2 3 4	→	

Math Oct of the air

Title of Instructional Materials:

Compare numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Important Mathematical Ideas 1 2 3 4		
	Skills and Procedures 1 2 3 4		
	Mathematical Relationships 1 2 3 4		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
Develop Monder Concepts (Modules A 2 B) Malle A - Somm 1-10	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
Male A - Somme 1-10	Overall Rating 1 2 3 4		

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.) Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Cimited practice.
Dev. Number Concepts Module A (lessure 10-20)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1

5: MAL OLD & the Box

Title of Instructional Materials: MA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.		
K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Important Mathematical Ideas	1 2 3 4	
	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	
	Mathematical Relationships	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	
	Summary / Justification / Ev	vidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
Dav. Number Circletos Module A (lessons 12-20)	Portions of the domain, clus developed in the instruction	ster, and standard that are missing or not well nal materials (if any):	
Magne & (1822 on 19-12)	Overall Rating		
William Constitution of the Constitution of th		1 2 /3 4	

math out of the Ba

Title of Instructional Materials: _

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.		
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	Important Mathematical Ideas 1 3 4	→	
	Skills and Procedures 1 2 3 4	→ i	
	Mathematical Relationships 1 2 3 4	→	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence		
Developing Number Cencepts Midule & Clessing 12-15)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
	Overall Rating 1 1 3 4	,	

Title of Instructional Materials:

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1
	Mathematical Relationships 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed. Dev. Number Concepts Medde A (Jerun 15) - Comb., for ten	Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Title of Instructional Materials:



Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.OA.5 Fluently add and subtract within 5.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Den Number Concepts Modelle A (lesson 12) exploring combinations	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

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Title of Instructional Materials:

MATHEMATICS: GRADE K - NUMBER AND OPERATIONS IN BASE TEN - K.NBT

Work with numbers 11–19 to gain foundations for place value.	Summary and documentation of how the domain, cluster, and standard as met. Cite examples from the materials.		
K.NBT.1	Important Mathematical Ideas		
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two,		1 2 3 4	
three, four, five, six, seven, eight, or nine ones.	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	
	Mathematical Relationships	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	
	Summary / Justification / E	vidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	5		
Dav. Wunder Concepts (Modules A & B)	Portions of the domain, clu developed in the instruction	ster, and standard that are missing or not well nal materials (if any):	
mobile blesens 1/4/2			
	Overall Rating	1 2 3 4	

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Title of Instructional Materials:

MATHEMATICS: GRADE K - MEASUREMENT AND DATA - K.MD

Describe and compare measurable attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Developery Mangement Benchmanks Over and Under	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Veryth (lesm 1-3) Nonstarbol Units (lemm 4 45) Stud Unts (lesm 6 + 7)	Overall Rating 1 1 1 1 1 1 1 1 1

Title of Instructional Materials:

MATHEMATICS: GRADE K - MEASUREMENT AND DATA - K.MD

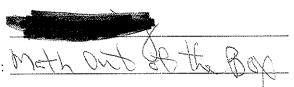
Describe and compare measurable attributes.	Summary and documentation met. Cite examples from the			uster, and stand	dard are
K.MD.2				*	
Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Important Mathematical Ideas	Ī	2	3	4
	Skills and Procedures	i	2	3	4
	Mathematical Relationships	1	2		4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Developing Measurement Benchmarks: Overad Under	Portions of the domain, clus developed in the instruction			e missing or no	ot well
Long 1-20					
(come tall object)	Overall Rating	 	·		
Attributes (sys. \$1-5)		1	2		4

Title of Instructional Materials:

MATHEMATICS: GRADE K - MEASUREMENT AND DATA - K.MD

Classify objects and count the number of objects in each category.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.MD.3	Important Mathematical Ideas
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ¹	1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
Limit category counts to be less than or equal to 10.	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Dev. Algebraic Thinking (Rhythm + Design)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
- Lessen 11-13	
	Overall Rating 1 2 3 4

Title of Instructional Materials:



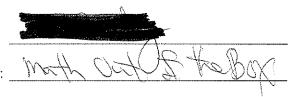
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
K.G.1	Important Mathematical Ideas	
Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	Important Walliermanda (acco	1 2 3 4
	Skills and Procedures	1 2 3 4
	Mathematical Relationships	1 2 3 4
	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
Developing Gernatice Logic (Tower & Trails)	Portions of the domain, clu developed in the instruction	ster, and standard that are missing or not well nal materials (if any):
-lesser 1-16		
	Overall Rating	1 2 3 4

Title of Instructional Materials:



Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation met. Cite examples from the			ster, and stan	dard are
K.G.2					
Correctly name shapes regardless of their orientations or overall size.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	1/2	3	
	Mathematical Relationships	 	17-2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Developing Georatrie Logic (Towers + Tomb) - Lemon 1-16	Portions of the domain, clus developed in the instruction			missing or n	ot well
- Lemma I-16	Overall Rating	 	1/2	3	4

Title of Instructional Materials:



Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.
K.G.3	Important Mathematical Ideas
Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Developing Georatical Legale (Tomes of Trails)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
3-7 -30-1-	
2-D Jenn 7-12	Overall Rating 1 2 3 4

Title of Instructional Materials



Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Important Mathematical Ideas
attributes (e.g., naving sides of equal length).	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. Tendency Genetalic Logic. (Town & Trails)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Jan 1-12	Overall Rating 1 2 3 4

Title of Instructional Materials:

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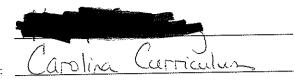
Analyze, compare, create, and compose shapes.	Summary and documentation met. Cite examples from the			uster, and stand	dard are
K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	(2	3	4
	Summary / Justification / Ev	/idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Developing Georette logic (Teners and trails) Leans 7-6 Lanual 7-20	Portions of the domain, clus developed in the instruction			re missing or n	ot well
Long 1-6 Long 17-20	Overall Rating	←	2	3	4

Title of Instructional Materials: MAL Out of

Analyze, compare, create, and compose shapes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.G.6	Important Mathematical Ideas
Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
Developing Geonetric Wyle (tomes and Trails)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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d Lam 7-20	Overall Rating 1 2 3 4



Title of Instructional Materials:



Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Rhyth + Design Lesser 1-20 Javes + Just Lessers 1-20 Over+Under

Reviewed By:		
Title of Instructional Materials:		

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Reviewed By:	
Title of Instructional Materials:	

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

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Title of Instructional Materials:			

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

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Documenting Alignment to the Standards for Mathematical Practice	Title of Instructional Materials:
5. Use appropriate tools strategically.	
models, a ruler, a protractor, a calculator, a spreadsheet, a constudents are sufficiently familiar with tools appropriate for the recognizing both the insight to be gained and their limitations and solutions generated using a graphing calculator. They det When making mathematical models, they know that technolo and compare predictions with data. Mathematically proficient	Is when solving a mathematical problem. These tools might include pencil and paper, concrete inputer algebra system, a statistical package, or dynamic geometry software. Proficient eir grade or course to make sound decisions about when each of these tools might be helpful, as. For example, mathematically proficient high school students analyze graphs of functions sect possible errors by strategically using estimation and other mathematical knowledge. The results of varying assumptions, explore consequences, at students at various grade levels are able to identify relevant external mathematical resources, pose or solve problems. They are able to use technological tools to explore and deepen their
Indicate the chapter(s), section(s), or page(s) reviewed.	Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):
Summary/Justification/Evidence Over Under Lesse 20	Overall Rating 1 2 3 4

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Documenting Alignment to the Standards for Mathematical Practice	Title of Instructional Materials:
6. Attend to precision.	
reasoning. They state the meaning of the symbols they choose, specifying units of measure, and labeling axes to clarify the cor express numerical answers with a degree of precision appropria	ly to others. They try to use clear definitions in discussion with others and in their own including using the equal sign consistently and appropriately. They are careful about prespondence with quantities in a problem. They calculate accurately and efficiently, attended to examine claims and make explicit use of definitions.
Indicate the chapter(s), section(s), or page(s) reviewed.	Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):
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ocumenting Alignment to the andards for Mathematical Practice	Title of Instructional Materials:	
Look for and make use of structure.		
the same amount as seven and three more, or they may sort a 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparatican see the 14 as 2×7 and the 9 as $2 + 7$. They recognize th auxiliary line for solving problems. They also can step back	pattern or structure. Young students, for example, might notice a collection of shapes according to how many sides the shapes on for learning about the distributive property. In the expressive significance of an existing line in a geometric figure and car for an overview and shift perspective. They can see complicated objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus or any real numbers x and y .	s have. Later, students will see on $x^2 + 9x + 14$, older students use the strategy of drawing an ted things, such as some algebraic
ndicate the chapter(s), section(s), or page(s) reviewed.	Portions of the mathematical practice that are missinstructional materials (if any):	ing or not well developed in the
Summary/Justification/Evidence Rhyth & Desig Lessons 1-20 Hovers & Irals Over & Under	Overall Rating	1 4 4

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Documenting Alignment to the Standards for Mathematical Practice	Title of Instructional Materials:
8. Look for and express regularity in repeated reasoning.	
might notice when dividing 25 by 11 that they are repeating the paying attention to the calculation of slope as they repeatedly cabstract the equation $(y-2)/(x-1) = 3$. Noticing the regularity $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula	peated, and look both for general methods and for shortcuts. Upper elementary students e same calculations over and over again, and conclude they have a repeating decimal. By check whether points are on the line through $(1,2)$ with slope 3, middle school students might y in the way terms cancel when expanding $(x-1)(x+1)$, $(x-1)(x^2+x+1)$, and for the sum of a geometric series. As they work to solve a problem, mathematically ending to the details. They continually evaluate the reasonableness of their intermediate
Indicate the chapter(s), section(s), or page(s) reviewed.	Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):
Summary/Justification/Evidence Rhych Dearg Lesson 1-20 Jovens & Drak Over & Usden	Overall Rating 1 2 3 4

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Title of Instructional Materials:

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.1 Count to 100 by ones and by tens.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. Like & Unlike Zessin 1-12	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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Title of Instructional Materials:

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Important Mathematical Ideas 1 2 3 4		
	Skills and Procedures 1 2 3 4		
	Mathematical Relationships I 2 3 4		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed.			
Like & Unlike Lessons 1-20	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
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Title of Instructional Materials:

Know number names and the count sequence	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Important Mathematical Ideas 1 2 3 4			
	Skills and Procedures 1 2 3 4			
	Mathematical Relationships 1 2 3 4			
Indicate the chapter(s), section(s), and/or page(s) reviewed. Over & Wholer Lesson 1-20 Lhe & Unlike Lesson 1, 2, 3 (,12	Summary / Justification / Evidence			
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			



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Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.4a Understand the relationship between numbers and quantities; connect counting to cardinality.	Important Mathematical Ideas
When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. Rhyth & Design Sesson 13-20 Lie & Unlin 1-20	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

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Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.4b4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Important Mathematical Ideas 1 2 3 4
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Skills and Procedures 1 2 3 4
	Mathematical Relationships I 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. Rhyth & Desig Lesson 13-20 Lhe & Unlike 1-19	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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Count to tell the number of objects.	Summary and documentation met. Cite examples from the			uster, and stand	lard are
K.CC.4c Understand the relationship between numbers and quantities; connect counting to cardinality.	Important Mathematical Ideas	1 1	2	3	→ 4
c. Understand that each successive number name refers to a quantity that is one larger.	Skills and Procedures	 	2	3	4
	Mathematical Relationships	1	2	3	
Indicate the chapter(s), section(s), and/or page(s) reviewed. Life of Unlike Lesson 3-19 Mod A (-12 Mod B	Summary / Justification / E	vidence			
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Count to tell the number of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many	Important Mathematical Ideas 1 3 4
objects.	Skills and Procedures 1
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. Phyth & Desig. Zesson (3-20) Like & Urlike. Lessons (-20) Like & Urlike Lesson (-20)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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Summary and documentation of how the domain, cluster, and met. Cite examples from the materials.		
K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	Important Mathematical Ideas 1 2 3 4	
	Skills and Procedures 1 2 3 4	
	Mathematical Relationships 1 2 3 4	
1 Include groups with up to ten objects.	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed. Jower & Jeals Zessa 15 Liet Unlik Zessa 2, 3, 5, 6,8,9	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	
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Compare numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Important Mathematical Ideas 1 2 3 4		
	Skills and Procedures 1 2 3 4		
	Mathematical Relationships 1 2 3 4		
	Summary / Justification / Evidence		
Indicate the chapter(s), section(s), and/or page(s) reviewed. Like of Walle Lessen 1-20 Les of Unlike Lessen 1-20	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
	Overall Rating 1 2 3 4		



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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.		
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Important Mathematical Ideas 1 2 3 4		
	Skills and Procedures 1 2 3 4		
	Mathematical Relationships 1 2 3 4		
1 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.) Indicate the chapter(s), section(s), and/or page(s) reviewed. Lhe & Unlike Lassa (0-20 Mod A)	Summary / Justification / Evidence		
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):		
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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			ard are	
K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Important Mathematical Ideas	1	2	(3)	4
	Skills and Procedures	 	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Evi	idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. Like & Unleke Lesson 10-20 Like & Unleke Lesson 12-15	Portions of the domain, clust developed in the instruction			missing or no	t well
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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentati met. Cite examples from th	ion of how the	e domain, clu	ster, and stan	dard are
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	Important Mathematical Ideas	*	2	3	 →
	Skills and Procedures		2	3	1 → 4
	Mathematical Relationships		2	3	4
Indicate the chanter(s), section(s), and/or nago(s) rovioused	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed. Like & Unlike Lesson 1-20 Like & Unlike Lesson (1-15)	Portions of the domain, clu developed in the instruction	ster, and star nal materials	ndard that are (if any):	missing or n	ot well
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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how met. Cite examples from the materials	the domain, cluster, and standard are
K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Important Mathematical Ideas	2 3 4
	Skills and Procedures	2 3 4
	Mathematical Relationships 1	2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence	
Like & Unlike Lessois 1-20	Portions of the domain, cluster, and s developed in the instructional materia	
	Overall Rating	2 3 4

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Title of Instructional Materials:	

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.OA.5 Fluently add and subtract within 5.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
Like & Unlike Lessons 10-20 Like & Unlike Lessons (3-15)	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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MATHEMATICS: GRADE K - NUMBER AND OPERATIONS IN BASE TEN - K.NBT

Work with numbers 11–19 to gain foundations for place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8);	Important Mathematical Ideas 1 2 3 4
understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. Like d Unlike. Lesson, 1 - 20 Mod A.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4



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MATHEMATICS: GRADE K - MEASUREMENT AND DATA - K.MD

Describe and compare measurable attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed. Over of Under Zessin 1-7	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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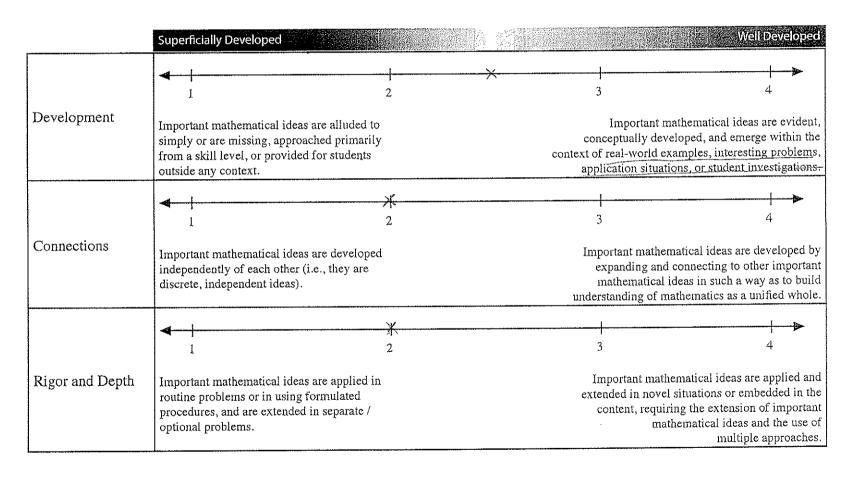
MATHEMATICS: GRADE K - MEASUREMENT AND DATA - K.MD

Describe and compare measurable attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed. Janus & Irails Zessa 4, 8 Over & Under Zossa, 1, 2, 3, 1718	Mathematical Relationships 1 2 3 4
	Summary / Justification / Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
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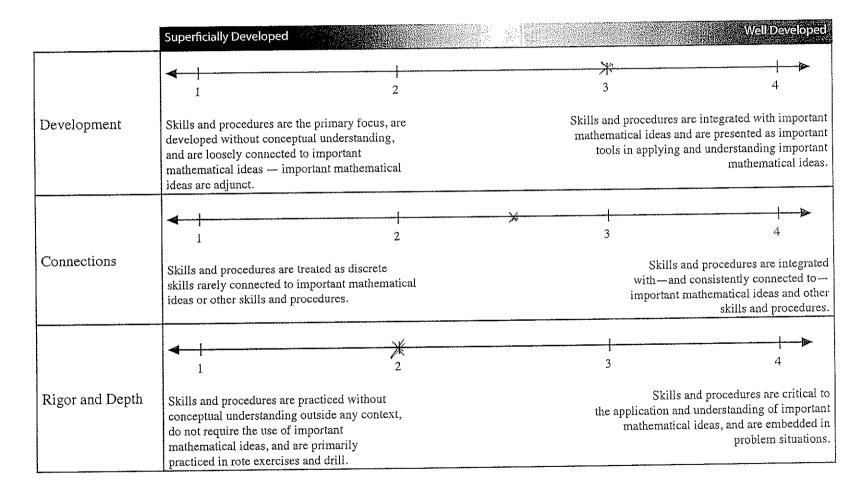
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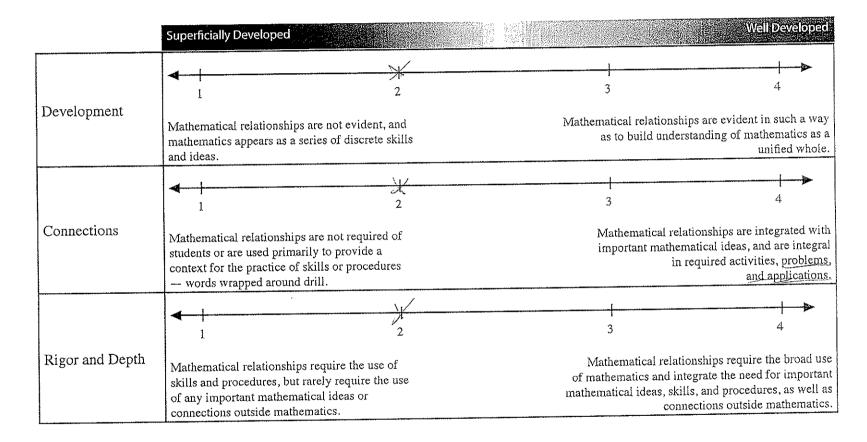
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Skills and Procedures: Understanding the scoring



Mathematical Relationships: Understanding the scoring



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